



JAMES GORDON BENNETT.

1795—1872.

You say that he is dead? There is no death
For such as he. Though closed his working days,
Still Journalism with her latest breath
Shall speak his praise.

There is no death for pioneers who do
Not fear the labor of the unexpressed;
His work belongs to the immortal few
Whom fate hath blest.

Lay down your dagger, enemy! The fruits
Of his vast work are ripened in the sun
Of fact; and God hath recompense that suits
A grand work done.

His was the mission of the daring will;
He was the labor of the unexpressed frame;
He graven his name.

He knew the needs of Journalism; he,
Obeying them, through trial reached the van
Where heroes reap prosperity
And prove the Man.

He knew that schools of Journalism are
Not found in colleges, but where the hands
Of busy printers send the news afar
To many lands.

He knew his art, and, knowing, dared to do
The thought to him was prompter to the deed;
He bravely pierced all opposition through,
And gained his meed.

But dead you say? Ah, no, he is not dead;
Though cold his form as ice-encased clay;
Though still the weary brain within his head
Keenly with gray.

Still, long as enterprise shall dare and do,
And Journalism toil for high renown,
His noble work shall live all ages through,
And be his crown.

CALVIN DUNN.

TECHNICAL EDUCATION.

BY COMMISSIONER NATHANIEL SANDS.

PART I.

The aim of education is to develop and mature fully the pupil and lift him to the highest standard of enlightened manhood, not merely for his individual welfare and satisfaction, but for his practical responsibilities and uses in the great commonwealth of humanity. No man liveth to himself, and no true system of education can regard him as an isolated being or fail to train him for the effective doing of his part in the social life and labors.

Education is twofold in its object—to impart the knowledge of things and to apply this knowledge to special results; it is science and its uses, it is theory and practice; it aims to educate and mature the man and it gives him the special knowledge and skill which fit him for his special place in life. The Germans, with their usual discriminating use of terms, classify their schools as classical, or science schools, and REAL schools—the former teaching abstract truths the latter teaching the application of these truths to practical and special uses. In other words, education is general and special or technical, and both are needed in a complete education. And the educational establishments of the country must conform to this division or leave their work fatally incomplete.

The time has come when the people of this country are urgently required, for the sake of their own highest interests, to consider the claims of TECHNICAL EDUCATION as the means of developing the strength of the nation and enabling it to keep pace with the progress of Europe. Many years ago Humboldt saw and predicted that the time was not far distant when science and manipulative skill must be wedded together; that national wealth and the increasing prosperity of nations must be based on an enlightened employment of natural products and forces. "Justus Liebig said: 'The nation most quickly promoting the intellectual development of its industrial population must advance as surely as the country neglecting it must inevitably retrograde.'" And one of the subjects which Sir Robert Peel most earnestly urged just before his death was England's need of immediate attention to the enlightenment of her industrial classes if she would avoid the transfer to other nations of her wealth and prosperity. Free trade is rapidly throwing down national barriers, and the world is becoming one vast market in which the best educated and the most skillfully trained workers must win the prize.

An eminent English writer, J. Scott Russell, in his able work on Technical Education for the English people, shows conclu-

sively that many of the most important industries of England have for years been passing away to France, Switzerland and Germany, in consequence of the greatly superior technical schools in those countries, by which the industrial classes have learned to excel the best of England's products. The fact that many articles which England once challenged the world to equal, were exhibited at the Paris Exposition, in 1867, by French, Swiss and German manufacturers, and were declared greatly superior in cheapness, finish and general excellence, to the English goods, has alarmed the English people, and convinced many of her leading statesmen that immediate steps must be taken to provide a system of technical education, or England must fall behind in her leading industries.

The duty of Government to provide the means of education for the people has long been recognized in this and other States, and as a result we have our public schools, the College of the City of New York and our Normal College—all admirable in many respects, all aiming to make of our youth intelligent and able citizens; but we have stopped short of that second order of education which is called technical and special, and which qualifies each individual to use his knowledge in some special vocation or craft, where he shall acquire high skill and exercise himself in this special trade or profession which he may prepare for as his life-work. The value of each citizen to the State and to himself will be in exact proportion as he can do his work better than others can; and therefore it is the interest of the State to give each one the special training or technical education which will make him a better merchant engineer or architect or carpenter, or whatever business he may follow.

As things now are we have thousands of educated people who have no practical fitness for any useful pursuit, and never will have in the haphazard way in which most of them will stumble into their life employment. Here is an enormous loss to the State as well as to the individual citizens—and all this loss results from not connecting with general scientific or classical education a course of technical instruction and training in the various pursuits, professions and trades.

It is one great advantage of technical education that it develops the natural aptitudes and fitness of pupils for special pursuits in life, whereas now many drift by mere chance into professions and callings in which they can never excel or succeed, and yet they discover it too late to change their course to advantage, or they are ashamed to confess their failure. The technical school would have shown them what to fit themselves for and what they should not attempt and would discover to them their want of preparation or lack of aptitude or taste for callings they were inclined to follow, or it would point them to pursuits in which success was certain, and fitted them accordingly.

TECHNICAL EDUCATION IN EUROPE.

Perhaps we cannot better convey an idea of what is meant by Technical Education, than by exhibiting in outline the system as it is now in operation in Europe, and particularly as it has been organized for some years in the small state of Wurtemberg in Germany, with a population of only 1,778,000. We derive our facts from the volume by Mr. Scott Russell, already referred to. Mr. Russell gathered his facts while personally examining the workings of the system.

The Wurtemberg system embraces:

1. A Polytechnic University, at Stuttgart, intended for the highest classes of professional men, civil engineers, mechanical engineers, architects, etc. There is a course for mercantile and commercial classes, and one for chemistry, and its application to chemical arts and manufactures, etc. There are 51 professors and teachers, a chemical and a physical laboratory, mineralogical museums, modelling rooms, mechanical work shops, rooms for drawings, a botanical garden, and an astronomical observatory.

2. A second and even more remarkable educational institution is the school for the building trades. This school is intended for building crafts and tradesmen, and is now one of the most remarkable and popular class schools on the continent. Here lower class builders are trained for masters, constructors of public works, etc. Plasterers, tilers, roofers, joiners, carpenters, modelers, engravers, smiths, gardeners, etc., are educated for foremen and masters. There are 28 professors and masters. The school is crowded by those for whom it was

intended, and the graduates are eagerly sought for everywhere on the continent for the superior excellence of their services.

A third class of institutions are wisely situated, not in the metropolis, but in the country, and they are distributed through the districts. They are schools for country occupations and trades, and are called "agricultural and forestry establishments."

1. There is first a great institution at Hohenheim, with 21 masters. It is divided into the farming school and the gardening school and special agricultural courses. It has under it three practical farming schools in three different districts, and each school has under its care 400 square miles of territory. A large brewery is attached to one of these establishments, and there are subordinate schools throughout the country. There are also winter evening schools in the villages, and the practical result is that in one year, 1868, there were 12,040 persons, in 923 places, enjoying thorough agricultural instruction. Supplementary to the agricultural education of the farmers, is an institution for the study of anatomy, physiology, training and diseases of animals. It is the veterinary college of Stuttgart. Attached are a hospital, in which last year 775 horses were treated; a cattle hospital in which 826 animals were treated; a dog hospital in which 313 animals were treated; a smithy in which 4,000 animals were shod.

With such upper schools for technical training, there is a complete organization of upper and lower schools leading up to them, otherwise these higher schools could not be filled with fit pupils. There are, therefore, 88 colleges or public schools in two divisions of classical and science schools. In the classical there were 4,565 pupils and in the science schools 4,734. These two classes of pupils are again subdivided into upper and lower, called gymnasia and lycæums, and in the science schools a school and college, or real school and science college. Below these are the elementary schools, including technical schools of the humblest kind in which girls are taught housekeeping, and boys are trained to the simplest duties of life.

It is impossible in our limited space to give any adequate view of the details of the working of these great institutions so wisely provided for the youth of the nation, extending over all the divisions of society, embracing every kind of occupation and aiding every branch of industry. The comprehensive method, the systematic development and the admirable manner in which its details are fitted to the special aims of practical life are the characteristics of this system of education. The rulers of the state have deemed it one of their highest duties to organize and apply a system which shall make the most of each citizen and fit each one for the most skillful doing of his special work in life. If a skilled workman is worth three times the value of a rude one, then Wurtemberg, by her educational system, virtually trebles her population and the value of her industries.

This system pervades the entire national education and knows no distinction of social rank. Provision is made by which the poor boy who is compelled to work for his living shall not be deprived of technical education. Sometimes he is taught an hour before work in the morning or after work in the evening, or other hours more convenient may be found, but he is provided for so that even while earning his bread he may be learning to be a skilled workman and a good citizen.

The whole cost of this great national blessing is about 65 cents per capita of the population of Wurtemberg.

RESULTS OF TECHNICAL EDUCATION.

To enumerate the benefits of the system would require a volume. We can only notice a few results. The general character of the people is greatly improved, the lower grades of society show a degree of refinement and intelligence far above the same classes in England and America. Master tradesmen and employees exhibit a fellow-feeling, growing out of the fact that they have gone through the same schools and the same training. The antagonism in other lands between workmen and employers, a threatening evil in these days, is rare in Wurtemberg. The technical schools attract numerous strangers, who often equal the native pupils in numbers, and this is no small benefit. Work of all kinds, public and private, whether in mercantile, farming, building, engineering, or in any other line, is well done, saving immense waste and loss to private and public interests. And, finally, all the industrial pursuits of the nation are far in

advance of other countries. Scott Russell says England will require many years of technical education to reach the point Germany has already gained. Railways, for example, are built more cheaply and far better in Germany than in England, because the pupils of Germany's industrial and technical schools have been the builders. The eyes of the world have, in late years, been fixed on Prussia for the wonderful success of her armies, a success due to the same cause, viz., the application of technical education. Behind every musket is an intelligent highly-trained mind.

THE NEW YORK BOARD OF PUBLIC INSTRUCTION.

INCREASE OF THE SUPERINTENDING BOARD—THE ANNUAL REPORT—THE FUNDS OF THE BOARD.

The Board of Public Instruction of the City of New York held, last Wednesday, an adjourned meeting, at which were present President Smythe and Commissioners Sands, Wood, Van Vorst, Jarvis, Lewis, Duryea, Jenkins and Brennan, nine in all, the three absentees being Commissioners Fancher, Gross and Ingersoll.

The annual report of the Board was referred to the Committee on By-Laws, with power to complete it so that it might go into the Mayor's hands in time for his forthcoming report.

REPORTS OF TRUSTEES.

The Seventh Ward presented, as principals having satisfactorily filled their positions for ten years and so entitled to the maximum salary, Miss Matilda Mosher, F. D. G. S. No. 2; Miss Sarah Conklin, P. D. G. S. No. 2; Miss Anna M. Marsh, F. D. G. S. No. 12.

The Twentieth Ward gives in the same connection the names of Miss Clara M. Edmonds, Female Department, Grammar School No. 23, and Miss Kate B. Brown, Primary Department, Grammar School No. 32.

Both were referred to the Committee on Teachers.

The Seventeenth Ward asks the removal from Primary School No. 26 of its "patent coal stoves" and the substitution of wood stoves. Referred to the Committee on Hygiene, &c.

The Nineteenth Ward asks leave to award to the National School Committee (whose bid for the furnishing of the new school in that ward, No. 59, was accepted by the ward, but refused by the Board, on the ground that they did not see any superiority in the furniture to warrant the excess in price over the bid of Johnson & Co.) the contract for furnishing their Peard's patent furniture at the same price (\$10,000) as Johnson had offered his furniture. Referred to the Committee on Finance.

The same ward asks an additional teacher for Female Department of Grammar School No. 18. Referred to the Committee on Teachers.

The Twenty-first Ward asks a clock and various repairs and new furniture for the Male Department of School No. 49. Referred to the Committee on Buildings, Repairs, &c.

MISCELLANEOUS COMMUNICATIONS.

An invitation from the Commissioners of Emigration to be present at an examination of the emigrant children attending the school on Ward's Island, on Thursday, was, on motion of Commissioner Jarvis, accepted.

The PRESIDENT presented his objections to the payment of the bill of M. L. Kenny, for carpenter work in Grammar School No. 16, of \$84, and bill of John Gleason, for work on Grammar School No. 49, for \$60.90, they being without proper appropriation. Referred to the Finance Committee.

The Comptroller's statement, that of the yearly appropriation for the college of the city, amounting to \$125,000, the Board had drawn \$65,000; and of the yearly appropriation to Public Instruction, of \$2,568,700, \$1,038,700 had been drawn, was ordered on file and to be printed in full in the minutes.

Mary J. Lennon, Fourth Assistant in Grammar School No. 41, protests against the action of the Trustees of the Twenty-first Ward in reducing her, without cause, to Sixth Assistant, and raising the salary of that grade but 5 per cent. Referred to the joint Committee on Teachers and By-Laws.

John T. Barnard & Sons complain that while they were held to the strictest performance of their contract in the supply of coal and wood to the schools, the Board

utterly failed in prompt payment of their bills, understood to be its share of the contract. They ask the Board for \$5,500, claiming that this is below their actual loss through the management of the City Finance Department. Referred to the Committee on Supplies.

James B. Thomson asked that his series of arithmetics be placed on the supply list, and John Glynn presented a similar request as to his copy-books. Referred to the Committee on School Books, &c.

RESOLUTIONS PASSED WITHOUT OBJECTION. Commissioner LEWIS offered the following resolution:

Resolved, That Mr. B. Oakley be appointed to the position made vacant by the death of Mr. J. Malone, at an annual salary of \$1,500. Adopted.

Commissioner JARVIS offered a resolution directing a warrant for \$30 to be drawn in favor of Herman P. Smith, he having been employed as music teacher in Grammar School No. 24, under a misapprehension of the By-Laws, provided the trustees dispense with his services after this month. Adopted.

Commissioner LEWIS offered a verbal amendment to the by-law which now requires a visit by the Superintendent or his assistants in the first and in the last six months of the year, so that now they must visit the schools once in the months of February, March, April, May and June, and once in the months of September, October, November, December and January, thus making a more equable division of the school year. Adopted.

THE EVENING SCHOOLS.

Commissioner WOOD said that it had now nearly got round to the time of year when they had to think on the question of the arrangement and settlement of the Evening School Instruction. He recalled to the Board that they had divided the Evening Schools into twelve groups, giving one to each of the Commissioners for visitation. His own group had covered schools from Harlem to Fourteenth street. He had been in his visitations very much struck with the great difference between the sort of instruction given in the Day Schools and in the Evening Schools, and, indeed, before that investigation he had thought that it was necessary to make a complete reorganization of the system of the Evening Schools. With this view he presented the following resolutions:

Whereas, The result of the teaching in the Evening Schools (with the exception of that in the Evening High School) has not been at all commensurate with the expense incurred in their organization and management; and that several causes have conducted to this unfortunate issue, and that these causes will continue to exercise a malignant influence, unless removed or modified. Therefore,

Resolved, That, with a view to the removal or modification of these causes of evil, the following course be pursued with regard to the organization of the Evening Schools for the winter of 1872-1873.

First, That every teacher nominated by the Trustees of any Ward for an appointment in the Evening Schools appear personally before the Committee on Evening Schools, bringing with him or her their teachers' licenses, and such other special recommendations as to fitness as they may be possessed of.

Second, That the Clerk of the Board divide the evening schools into convenient groups of one or more wards, and designate to those nominated for teachers in such group a day on which they shall attend before the Committee on Evening Schools, giving also due notice to the members of said Committee to attend in this Hall, and also that he notify the Trustees of every ward in which there is an evening school that the nominations for all evening school teachers must be filed in the office of the Clerk of this Department on or before the first Monday in September.

Third, That no pupil shall be admitted into any evening school under the age of 14; below that age, they ought to attend the day schools, or, if they cannot do so, and are employed in earning a livelihood, then, in the opinion of this Board, it would be better for them at such an early age, physically, mentally and morally, to remain at home, rather than undergo the additional fatigue of attending an evening school.

Fourth—That the Principal and Vice-Principal of the several Evening Schools attend for two weeks every evening (Saturday and Sunday evenings excepted) prior to the opening of their respective schools in order properly and efficiently to register and classify their future pupils.

Fifth—That the comparison of the reg-

lated number attending the Evening Schools for the session 1871-1872 with the actual average attendance shows such a frightful amount of absenteeism that this Board is imperatively called upon to devise some method by which such an enormous discrepancy may be rectified.

The statistics of the registration and average attendance at the Evening Schools for the session of 1871-1872 are as follows:

	Boys	Girls	Total
Registered.....	12,361	6,129	18,490
Average attendance.....	4,781	3,445	8,226
Absentees.....	7,580	2,684	10,264
Percentage of absenteeism.....	61.34	43.64	55.6

Commissioner Wood added that it had always been held that the approximation of the registered to the average number was a chief test of the goodness of the instruction furnished in the schools, and when they saw such a terrible discrepancy between these two figures, was it not proof that some radical action was necessary.

The President suggested that these resolutions included so many different matters it would be as well to print it in full in the minutes before acting on it.

Commissioner Wood acceded to this suggestion, but asked in addition that it be referred to the Committee on Normal Colleges, Evening and Colored schools. It was so ordered.

Commissioner Lewis offered the following:

Resolved, That the Finance Committee of the Board be authorized to inquire into and if necessary revise the pay-roll of the employees of this department, and recommend to the Board what changes, if any, are necessary. Adopted.

REPORTS OF STANDING COMMITTEES.

Commissioner JARVIS, from the Committee on By-Laws, reported in favor of paying Miss Alice E. Gormley, Vice-Principal of Female Department of Grammar School No. 21, the maximum salary. Laid over under the rule.

Commissioner Wood, from the Committee on Normal College, reported a communication from the Alumni Association of the Normal College, giving a prize of \$50 in gold to the most meritorious student in the Department of Physics, that department being selected by the Association because the others were provided for.

Commissioner Wood moved that the letter be entered in full on the minutes, and that the Clerk be instructed to write a letter of thanks to the donors. It was one of the most gratifying things he had met with for a long time that the graduates of the college should, out of their love to it, contribute to it so manifestly out of their slender means, and he was told that this gift was likely to be continued. They should show their pleasure at this early reaping a reward from this work in so agreeable a manner. His motion was carried.

Commissioner Lewis, from the Finance Committee, reported in favor of accepting the bid of David Christie for the mason work on the model Primary School at \$39,484, being \$87 more than the accepted bid of Moran & Armstrong, from which they had afterward withdrawn, and recommended a contract with them and the appropriation of the \$87 excess.

Commissioner Wood moved for unanimous consent that the resolution be adopted, but the President decided that as the Finance Committee had not reported the financial ability of the Board to make the appropriation, however small, it must be returned to them.

During the session of the Board the Committee on Finance met, and reported the financial ability of the Board (that part of the report having been omitted by mistake), and the resolution then passed with unanimous consent.

The Finance Committee, by Commissioner Lewis, reported the financial ability of the Board to pay \$5,735, asked by the Committee on Buildings, etc., for necessary repairs to various buildings, and \$8,000 for repairs to heating apparatus in various buildings asked by the Committee on Course of Studies and Hygienics. Laid over under the rule.

The same Commissioner asked that the protest of Messrs. Beamish and Fisher, two of the Trustees of the Twenty-first Ward, against the action of their three associates on the appropriation for teachers' salaries be taken from it and referred to the conjoint Committee on Teachers and By-Laws which had this subject specially under consideration. Unanimous consent being given the request was granted.

Commissioner SANDS reported in favor of paying bills for current expenses, amounting to \$139.31, and unanimous consent being obtained they were ordered paid.

MOTIONS AND RESOLUTIONS.

Commissioner Wood offered the following resolution: *Resolved*, That two additional Assistant Superintendents of Schools, at an annual salary of \$3,800 each, be appointed, their duties and salaries to begin on the 1st day of September, 1872.

Commissioner VAN VORST said: From the best consideration which I have been able to give this subject I am led to favor the proposition of Commissioner Wood for an increase in the number of Assistant Superintendents, and I second the motion.

The success of the schools depends in a great degree upon the frequency and fidelity of visitation and examination. This feature in the New York schools has always been quite marked and justly admired. I have great confidence in the present Superintendent of our schools. I believe this confidence is shared in by the Board. We are fortunate in having an experienced, intelligent and able superintendent, thoroughly conversant with his duties and devoted to his perform-

ance, and he is well sustained by his earnest and competent assistants. But these men are all overworked, and they should be strengthened. There are over one hundred schools to be regularly visited, exclusive of evening schools. Our teachers of both sexes number about 2,700—equal to three full regiments—and the average daily attendance of pupils nearly one hundred thousand.

The course of studies for the primary and grammar schools has been completely revised during the past year, and additional studies adopted, increasing the labors and responsibilities of the Superintendent and his assistants. Besides all this, the examination of teachers and of those seeking to qualify and employed as such, under the rules of the Board, impose additional duties on these officers.

I am fully persuaded that the successful working of our schools, in which the citizen, the community and the State are so much concerned, requires that the force of our Superintendents should be increased. In this way only can we realize, what we have a right to expect, the best fruit from the system.

The motion was adopted unanimously.

Commissioner Wood moved that they at once go into a ballot for the new Assistants, and nominated John Jasper, Jr., and Arthur McMullen for such assistants. The ballot was ordered, and Commissioners Sands and Brennan appointed tellers. They reported Mr. Jasper and Mr. McMullen to have received the votes of all present, and they were declared elected.

Commissioner JARVIS offered the following preamble and resolution:

Whereas, The Assistant Superintendents have no place set apart for the transaction of their special duties, when not engaged in the work of examination; and whereas it is necessary that such accommodations should be provided as will enable said Assistants to prepare reports and documents for the head of this department and for the committees of this Board. Therefore,

Resolved, That the Superintendent of Buildings be authorized and directed to furnish the City Superintendent's offices with desks; one each for the City Superintendent and his assistants, at a cost not to exceed \$150, and that the said offices in the second floor be so fitted up during the ensuing summer vacation.

The resolution was adopted.

Commissioner Wood said that inasmuch as there was now a new corps, and there was some probability of an improvement in the methods of examination, he offered the following:

Resolved, That a committee of three be appointed by the chair to arrange the work and designate the positions of the Assistant City Superintendents, and that said committee report to this Board on or before its first meeting in September next. The resolution was adopted.

The President announced the groups of schools assigned for visitation to the different Commissioners for the ensuing year, which was ordered to be printed in full in the minutes and placed on file.

UNFINISHED BUSINESS.

The following resolutions, laid over from the previous meeting under the rule, were taken up and passed:

Resolved, That the President and Clerk be authorized to draw a warrant in favor of Gillis & Geoghagan, for \$94.57, for repairing the heating apparatus in Grammar School Building No. 40, in the Eighteenth Ward, and charge the same to the allowance to said ward for the incidental repairs for 1872.

Resolved, That the President and Clerk be and they hereby are authorized to sign a warrant for \$290 in favor of Miss Carrie V. Franklin, Principal of the Primary Department of Grammar School No. 12, for additional salary allowed for 1871, as Principal of said school.

Resolved, That the Principal of Grammar School No. 35 be directed to see that the instruction given in said school is strictly confined within the limits of the Grammar School Course from and after September 1, 1872, and that the Clerk of the Board immediately transmit to said Principal a copy of this resolution.

On the passage of this latter resolution Commissioner VAN VORST said he wished to add a word not exactly in opposition, but in explanation of the resolution. He understood that the exceptional teaching given at that school was introduced by a former principal, and was found in use by the gentleman holding the position now. On examination they had found that this extra teaching had been productive of very good results, and perhaps it merited the examination of the Board whether some such modification would not be proper. In 1870 young men from this school had passed examinations for the Freshman classes of colleges, and the preparation was so good that they at once took a high stand in their classes, and maintained it in subsequent classes. But of course, the By-Laws must be obeyed.

Commissioner Wood said he should like to express his entire approval of School No. 35. It must be remembered that the extra classes were instituted before the formation of the Introductory classes to the College. He nevertheless sympathized with the Principal of that school, but the By-Laws must be enforced, and he should vote for the resolution.

Resolved, That the charge and specifications made against Peter Ewald, a school officer of the Nineteenth Ward, by Rev. J. G. B. Heath, be dismissed; and the Board are discharged from any further consideration thereof.

Resolved, That the salaries of the female tutors of the Normal College be increased twenty per cent. on their present salaries, to date from May 1, 1872.

The President called attention to the fact that this last resolution was against a by-law prohibiting a retrospective increase of salaries.

After a brief discussion, Commissioner Wood offered an amendment fixing the date of increase at July 12, the day when the resolution was reported. In this shape the resolution was adopted.

The following resolutions were also adopted:

Resolved, That the application of the Trustees of the Sixteenth Ward to pay James Hyatt three hundred and eighty-nine dollars (\$389), for services rendered as Teacher of Natural Sciences, etc., be and the same is hereby denied, it being contrary to the By-Laws.

Resolved, That the application of the Trustees of the Fifteenth Ward, "to pay the amount of money deducted from the salaries of the assistant teachers in Grammar School No. 35," be and the same is hereby denied, it being contrary to the By-Laws.

Resolved, That the President and Clerk of this Board be authorized to pay Miss Grace Cook her salary, which has not been paid, for services rendered in Grammar School No. 38, Primary Department, since September, 1871; and Miss Maggie Scanlan for services rendered in Grammar School No. 8, Primary Department, since December, 1871.

Resolved, That William O'Brien and Michael J. Dwyer, nominated by the Trustees of the Sixth Ward for the respective positions of Vice-Principal of Male Departments of Grammar Schools Nos. 23 and 24, they having (as appears from the annexed certificate of the City Superintendent) the requisite license, be and they hereby are appointed to said positions from the date of the commencement of service.

The report of the Committee on Teachers, embodying Superintendent Kiddle's report exonerating the teachers, the absenteeism in whose classes exceeded, during three successive months, twenty per cent., was adopted.

The President announced as the Special Committee on the Duties of the Assistant Superintendents, Commissioners Wood, Van Vorst and Jarvis, and the Board adjourned.

Crumbs for the Curious.

Canary birds are imported to the United States to the annual extent of 30,000, mostly from Germany.

I never knew any man in my life who could not bear another's misfortunes perfectly like a Christian.—*Pope*.

It has been calculated that the combined mouths of the twenty-five thousand singers at the Boston Jubilee will form a cavity of over seven hundred and thirty-six square feet!

An old bachelor, who had become melancholy and poetical, wrote some verses for the village paper, in which he expressed the hope that the time would soon come when he should—

—Rest calmly with a shroud,
With a weeping willow my side,
But to his inexpressible horror it came out in print:
"When I shall rest calmly with a shawl,
With a whopping widow by my side."

Webster's Spelling-book has been on sale for the last ninety years, and more than 50,000,000 copies have been sold. The author received a royalty of less than one per cent. copy, but that contrived to support his family while his more pretentious work, "Webster's Dictionary," was in progress.

There are in the United States 300,000 teachers, 40 per cent. of whom are new to the work every year.

Wise and Otherwise.

A Boston man recovered five cents for damages for the loss of his wife in a railway accident. He sued under the law which enables a husband to recover damages in proportion to the usefulness and capacity of the wife.

Professor—"Which is the most delicate of the senses?"
Senior—"The sense of touch."
Professor—"Give an example."
Senior—"My chum can feel his mustache, but no one can see it."

A little boy, returning from Sabbath School, said to his mother: "This catechism is too hard. Ain't there any kitchy-chism for little boys?"

"Gently scan your brother man,
Still gentler, sister woman;
Tho' they may gang a kenna' wrang,
To step aside is human."

The following composition has been turned out by an American scholar, aged thirteen: "A boy without a father is an orphan; without a mother, a double orphan; and is often without a grandfather and a grandmother, and then he is a orphanist."

If a note be lost or stolen, the maker is not thereby released—he must pay it if it reaches the hands of an innocent purchaser.

A forlorn widower, after much reflection, composed the following epitaph for his wife's tombstone:

"Thou hast gone before me,
To thy rest and long sleep;
Tears cannot restore thee,
Therefore I weep."

Boys and Girls' Department.

CONDUCTED BY L. NATHANIEL HERSHFIELD.

SPARROWS.

Little birds sit on the telegraph wires,
And chatter and fitter, and fold their wings;
Maybe they think that for them and their kind
Stretched always on purpose, those wonderful
strings;
And perhaps the thought that the world inspires
Did plan for birds, among other things.

Little birds sit on the slender lines,
And the news of the world runs under their feet:
How value rises, and how declines,
How kings with their armies in battle meet;
And all the while, and the soundless signs,
They chirp their small gossipings, foolish-sweet.

Little things light on the lines of our lives—
Hopes and joys and acts of to-day;
And we think that for these the Lord contrives,
Nor catch what the hidden lightning says—
Yet from end to end his meaning arrives,
And his word runs underneath all the way.

Is life only wiles and lightnings then,
Apart from that which about it clings?
Are the thoughts and the words and the prayers of men
Only sparrows that light on God's telegraph strings,
Holding a moment and gone again?
"Nay," he planned for the birds, with the larger things.
—Mrs. Whitney.

MY UNCLE'S WILL

"No need of you learning a trade," said my father. "Stick to your books like a Briton, and who knows but what you may yet do without any trade at all. A life at the bench is a poor affair at the best; nothing but work day in and day out, and what do you get for it in the end? A crust of bread, a few rags on your back, and a narrow box to wind up with."

My father's words disconcerted me. Was this true of a life at the bench? Was this all a workman's life? Did neither independence nor the glory of excelling, offer any reward to the poor human machine?

Although I was nearly eighteen, I am afraid that the tears stood in my eyes, as I replied with an effort at being respectful: "The trade will do me no harm, father, even should Uncle John see fit to leave me anything when he dies."

"Leave you anything?" cried my mother, indignantly. "Didn't he tell me years ago that his will was made, and that he had left you all he possessed?"

Much more in the same strain said my father and mother; but I was not convinced.

I burned to learn a trade.

A peep into a foundry seemed to me like a glance into a fairy land, and the notes of a young musician's first composition were never sweeter to him than was the din of a boiler shop to me.

Looking back now in my old age, I can see the reason for my great warmth, although I failed to see it then. As usual, there was a girl in the case.

Katie Hall—dear little Katie, my schoolmate, with the cherry lips and sweet, modest eyes—had a father who owned a boiler shop and a large foundry, which latter daily seemed to send forth a roar of contempt against every young man who did not learn a trade. The foundry, in all probability, accomplished other work, but to my fevered imagination this was its chief occupation.

My parents were English, who had emigrated "to the land of the free and the home of the brave" when I was but three years old; consequently my education had been thoroughly American, and although my rich uncle had promised to make me his heir, I did not care to waste my youth in "waiting for dead men's shoes," which in nine cases out of ten are never worth the wearing.

Fortunately for my purpose, I was an only child, and I determined never to give my parents a moment's rest till I had accomplished my purpose. They are dead and gone now, and I say it with bitter regret, that I was not as filial as I might have been.

"Oh, go to the foundry if you must," cried my father in a rage, "and may you get your fill of it before three months are over. I'll put you under that old Tartar, old Hall, and if you don't come whimpering back to us in a week, my name isn't Joe Bartlett."

I could hardly contain my joy.

To be put under her father without an effort. Why, it was the very thing I had been running my head against for the last year.

Fearful of delay, I caused my father to wait upon Mr. Hall at once. The preliminaries were arranged without trouble, and I entered that gentleman's shop as an apprentice to boiler making before the week was out.

My father was only a cabinet maker, remember, yet my mother's pride was so deeply wounded at the bare thought of her son coming home with a black face and soiled clothes, that she wept bitterly.

But, spite of all discouragement, I did not go whimpering back to them in a year, much less a week, so a suspicion arose in my mind that my father's name could not possibly be Joe Bartlett, although every one called him so. All was not sunshine with me, although I stuck to my trade as I had never done to my books, but the trials I then met and overcame served to make of me that which it was the height of my ambition to be—a true man.

A peep into the foundry was still fairly land to me, but the machine shop was a little noisy at times, and the talk of a few rough fellows rather grating; but I tried hard to keep my integrity free from the crime about me, which is a harder thing to do, covered with dirt from morning till night, than your nice, clean gentlefolks may think.

Mr. Hall began to notice me—it is useless to say I did not see it, for I did—and one day he proposed that I should take off

my dirty clothes and go into the office as a permanency.

Now this was a great temptation, for whenever Katie came to the works she of course came only to her father's office, and if I was there she might see that her old schoolmate was a—in short a very amiable young man.

I hesitated, and Mr. Hall said: "It will be a little more seemly occupation for you, as I understand that you will one day fall heir to a large English property."

"I came here to learn a trade, sir," I said respectfully, "and not to be a clerk. As regards my fortune, this is all I look to, holding out my grimy hands."

To my astonishment, Mr. Hall clapped me on the back so heartily that he nearly knocked the breath out of me, as he replied:

"That's the talk, young fellow! I started in life with the same resolution myself, and I'll not forget you."

I knew he would keep his word, for a master cannot forget his best man, and this I strove to be. Whatever I undertook I exerted all my powers upon, and if my fellow-workmen were at times a little jealous, they could not help, at least, respecting my open conduct.

I was barely out of my time when I was made foreman over the whole works, and had occasion to be frequently at Mr. Hall's house. It was then that I began to experience the reward of my indefatigable labor, for there I constantly met my little Katie, with the sweet and modest eyes. We understood one another before long, though I am sure I don't know how; we seldom spoke more than the most commonplace words; but then Katie had wonderful eyes!

It was just in the midst of this pleasant time that my father received a mourning letter from England, announcing the sudden death of my uncle, and stating that he had left me twenty pounds, the remainder of his property falling to his widow and infant heir, he having secretly married his housekeeper some eighteen months previously. My father swore—my mother wept, and I, trying to look deeply concerned, gloried in my trade.

A lawyer's letter was dispatched to the wretched widow, and dark hints thrown out; but it was no use; the woman had been lawfully married to my uncle, and her infant was his heir.

My father spent the twenty pounds on lawyers. When my darkened prospects became known to Mr. Hall he suddenly cut off my opportunities for going to his house. Ah, the boiler shop was very, very noisy just then!

But I contrived a meeting with Katie one day when old Mr. and Mrs. Hall had gone in the country; when I told her my love, and vowed to accomplish unheard-of feats in the way of obtaining riches, that I might gain her from her hard father, while the dear child promised to wait for me forever.

Her parents, just like contrary people, came home long before they were wanted and found us talking together.

Mrs. Hall took away her daughter, and Mr. Hall took me to task, accusing me of loving little Katie, just as though any young man in his senses could help doing that.

Unlike most criminals when charged, I pleaded guilty, and gently reminded him that he had started in life as poor as I was.

The result of this interview was that Katie and I were forbidden, under dire threats, to hold any communication with each other.

I went to my work, and what between my efforts to do my whole duty serenely and my sore heart, the days dragged heavily enough.

Although I did not know it then, nor till long afterward, my little Katie drooped like a meek flower, and was at last laid on a bed of sickness, but her parents still held out, and only sent for me when they thought her dying.

Thank God I was enabled to carry some of the same energy that caused me to exert in my trade to that sick bed.

Katie got better and we were married, with something of a grudging consent from the old folks, who, like so many others, also had outlived the sweet experience of their own youth.

I did not get rich by magic, but by steady adherence to my business, but now that I am old, I can very well afford to let some one else be my uncle's heir.

A BEAR FIGHT.

Hungry bears are uncomfortable visitors, and will attack men as readily as calves or sheep. So a family in Potter County, Penn., found, a few weeks ago, and had a narrow escape in the battle:

A man named John Elmker, and his wife, had made a small clearing in Jackson township. They have a comfortable log cabin, a small barn, several head of cattle and a few pigs. About 9 o'clock in the evening Mr. Elmker heard a great commotion among his cattle and pigs at the barn. On rushing out to ascertain the cause of alarm, imagine his surprise on finding that an old bear and two cubs had attacked a yearling calf.

The cattle were snorting and bellowing at a fearful rate, while the pigs were squealing as lustily as if they expected to be dispatched every minute. The calf had thrown the cub down, and was preparing to drag it out of the yard. The cubs were running around, snapping their teeth and uttering half-suppressed growls of delight at the prospect of a "good square meal."

Mr. Elmker returned to the house, informed his wife and made preparations to

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attack the bears. He seized his rifle, while his wife armed herself with a long-handled, double-bitted axe. Thus armed they advanced to the attack.

The bears, made bold and ferocious by hunger, did not seem inclined to give up their prey. Rising upon her haunches, the old bear showed fight, and the cubs crouched behind her, snarling fiercely. Mr. Elmaker raised his rifle and fired at the black monster, thinking that if she were killed the cubs could be easily dispatched or driven off. But, owing to the excitement under which he was laboring, he missed his aim and only broke the left fore-paw of the animal.

With a fierce growl of rage, caused by the painful wound, the old bear rushed at the assailants, followed by the cubs. They stood their ground for a few minutes. Mr. Elmaker clubbing his rifle, while his wife cut one of the cubs severely in the shoulders with the axe.

The rage of the animals became fearful, and the great danger of facing them at once became apparent. Retreating rapidly to the house, they barred the door and prepared to defend themselves. Mr. Elmaker succeeded in reloading his rifle, and, firing through the window, killed a cub. The old bear now attempted to climb the log-house, but, owing to her broken paw, was unable to do so.

Another shot from the rifle wounded her severely in the head, when she set up the most hideous howl of rage. Failing to get another shot at them, the parties inside remained in a stage of siege, prepared to resist any further attack. The animals loitered round until midnight, when they retired, and all became still.

On making a search in the morning the old bear was found dead about six hundred yards from the house, and the cub lay where it fell in the early part of the engagement. The other had disappeared in the forest. The two dead bears were secured and dressed—the old one weighed 380 pounds and the cub 193.

The affair caused much talk in the neighborhood for several days. It is seldom that bears are so bold, but their bravery on this occasion was caused, no doubt, by the cravings of hunger. The cub was badly lacerated by the teeth and claws of the animal, but will recover. Mrs. Elmaker says she is ready for the next raid.

OUR WEEKLY CHAT.

We suppose we can hardly expect as much interest to be taken in the Boys' and Girls' Department during the summer as at other seasons of the year. But then there are some hours for books and writing even in the warm season. We must not let our interest in things commendable be any less even if it does not increase.

"Annie, of G. S. No. 45." Our prize offer was for an original puzzle; the one which you send has been printed before. D. H.'s Square word and Diamond puzzle are accepted; we shall make use of them soon.

Eph Raim is welcome to the young folks' circle, and has our thanks for pleasant words; his puzzles in competition for the prize were received and placed on file. H. S., of the New York College, sent the correct answers to puzzles Nos. 1, 5, 6 and part of No. 7, which appeared in School Journal No. 71; we shall use some of his puzzles next week, his answers having been received. A Rustic: At your suggestion we shall occasionally insert with the answers to the arithmetical and algebraical problems which we publish, the simplest means of solving them; the other kinds of puzzles, such as Charades, Diamond puzzles, etc., need no explanation, as the answers are self-evident; your answers to puzzles 3, 4, 5, 6, 8, and 9, in Journal No. 72, were all correct.

For variety, we insert, this week, Dick Tator's Numerical Enigma. All the puzzles in No. 71 of the Journal were correctly answered by Jimmie Schofield. We have received Fred. W. Styles' Enigma in competition for the prize; we had anticipated a much larger number of competitors for the prize for a puzzle than there are; this is owing to the fact, we believe, that many of the boys and girls were busy, on account of the examinations in the colleges and in many of the schools.

We received from W. S. No. 44, answers to all the GYMNASICS IN SCHOOL JOURNAL No. 72; with the exception of a few very slight variations they are all correct, and do credit to the solver. We intend offering a prize next week for the answers to puzzles, so puzzle-guessers be on the lookout!

GYMNASICS FOR THE BRAIN.

NO. 1—CHARADE.

My first is very often found
The shepherd's pride and boast;
My second was with Moses seen,
Mid Israel's mighty host;
My whole is useful, I declare,
To soldiers when engaged in war.

GEORGE S. HALL.

NO. 2—PUZZLE.

Our fathers were me at their side
(Perhaps a mark of useless pride);
And yet to documents of State
My worth you cannot overrate.
Sailors consider me a prize,
Because of what my flesh supplies;
For, like a useful book, you see,
Extracts are often made from me.

MARION.

NO. 3—NUMERICAL ENIGMA.

I am composed of fourteen letters.
In walking down a 13, 1, 6, I met a boy named 3, 4, 8, carrying a 4, 1, 7, to 7, 13, 12, in the lake. I 7, 13, 2, 6, him 14, 7, to, but he 13, 14, 2, 1, laughed at me, 1, 9, 6 told me 7, 13, mind my own business, and 5, 7, him 1, 2, 13, 10, 5.

DICK TATOR.

NO. 4—A CAGE OF BIRDS.

1. A vegetable and a fowl.
2. A foreigner and half of a pronoun.
3. A plank, a measure and two-thirds of a her.
4. A precious metal, a consonant and a measure.
5. A pronoun and a preposition.
6. Half a girl's name and a vowel.

S. L. C.

NO. 5—SYNCOPEATIONS.

Syncope a sentence and get a motive, syncope a tyrant and get a destination, syncope to neglect and get what none of us would like to lose, syncope to twist and get to compose.

SNOWDROP.

NO. 6—ARITHMETICAL PROBLEM.

A farmer has \$200, which he desires to lay out in turkeys at 50 cents each; sheep at \$3 each, and cows at \$10 each; and he wishes to buy such a number of each kind as to get in all just two hundred for his two hundred dollars. How many of each must he buy?

JOE SOMERS.

NO. 7—TRIPLE ACROSTIC.

1. A word used in music, meaning high.
2. To repay.
3. The plural of brother.
4. To deprive of qualities.
5. To be necessary.
6. A city in the United States.
7. The left hand-side of a ship, with the last two letters curtailed.
8. Delivery of words.
9. The initials and finals read downward will give the names of two valuable articles, and the third letters read upward will give their use.

L. N. H.

NO. 8—PUZZLE.

Take what bees do when together they flock,
And add to the principal part of a lock;
One letter will then be required to spell
The name of a traveler noted full well.

SCHOLAR.

ANSWERS TO PUZZLES, ETC., IN JOURNAL.

No. 72:

No. 1.—ASH
DON
IVY
CLEVELAND
ROVERIGN
MAGDEBURG
BID
AGE
END

No. 2.—Ram-pant.

No. 3.—F-lute. F-owl. F-ox. F-lint.

No. 4.—Alexander.

No. 5.—G age S

R one N

E ri E

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C onnecticut T

E tn A

No. 6.—The numbers are 3, 4 and 6.

No. 7.—1. More, Rome. 2. Evil, Live.

3. Dear, Road. 4. Deer, Reed.

No. 8.—Hind, Hinder, Hindmost.

A SURLY OFFICER.

The Emperor Alexander, traveling in Black Russia, arrived at a small town, and whilst the horses of his carriages were being changed, he walked on some distance. Dressed in a military frock coat, without any marks of distinction, he crossed the town and arrived at the extremity, where the road branched off in several directions; not knowing which to take, Alexander approached a man, dressed like himself, and who stood smoking a pipe on the sill of the last house.

"Friend," said the Emperor, "which of these roads must I take to reach Ralanga?"

The man of the pipe, surprised that a common traveler should dare to address him with such familiarity, let drop in disdain, between the puffs of smoke, the words, "The right."

"Pardon, sir," said the Emperor; "one more question, if you please?"

"Well?"

"Allow me to ask you what rank you hold in the army?"

"Guess."

"You are a lieutenant, perhaps?"

"Go on."

"A captain?"

"A little higher."

"Major?"

"At last you have hit it."

The Emperor bowed.

"And now, in my turn," said the man of the pipe, persuaded that he was addressing an inferior, "who are you?"

"Guess."

"A lieutenant?"

"Go on."

"A captain?"

"Higher yet."

"A major?"

"Guess again."

"A colonel?"

"You are yet far from it."

The interrogator took his pipe from his mouth. "Your excellency is then a lieutenant-general?"

"You are nearing it."

The interrogator put his hand to his cap. "In that case your highness must be a field-marshal?"

"One effort more, Mr. Major."

"His Imperial Highness?"

"Himself," replied Alexander, with a smile.

"Ah, sire," cried the other, falling on his knees, "pardon me."

"What do you want me to pardon?" asked the Emperor. "I asked you the way to Ralanga; you told me. Thanks."

"Father, won't you buy me a fish-pole?" said a pious boy; "you know the Bible says, 'Spare the rod and spoil the child.'"

AN EDITOR IN BOYS' EYES.

A boy may write a racy composition about editors' work, but, if he tried his hand at it for a year, and knew something of its vexations, he might conclude to go into other business. It is worth while, however, to read a bright boy's notions on the subject, copied from a school composition:

"The editor is one of the happiest animals in the known world. He can go to the menagerie afternoon and evening without paying a cent; also to inquests and hangings. He has free tickets to picnics and strawberry festivals, and gets wedding cake sent to him.

"While other folks have to go to bed early, the editor can sit up late every night and see all that is going on. The boys think it's a great thing to sit up till 10 o'clock. When I am a man I mean to be an editor, so I can stay out nights. The editor don't have to saw wood or do any chopping, except with his scissors. Railroads get up excursions for him. There is a great many people trying to be editors who can't, and some of them have been in the profession for years. If I was asked, if I had rather have an education or go to the menagerie, I would say let me go and be an editor."

LIGHT WITHOUT MATCHES.—Take an oblong phial of the whitest and clearest glass, put in it a piece of phosphorus about the size of a pea, upon which pour some olive oil heated to the boiling point, filling the phial about one-third full, and then seal the phial hermetically. To use it, remove the cork and allow the air to enter the phial, and then re-cork it. The whole empty space in the bottle will then become luminous, and the light obtained will be equal to that of a lamp. As soon as the light grows weak, its power can be increased by opening the phial and allowing a fresh supply of air to enter. In winter it is sometimes necessary to heat the phial between the hands to increase the fluidity of the oil. Thus prepared, the phial may be used six months. This contrivance is now used by the watchmen of Paris.

A schoolmaster tells the following: I was once teaching in a quiet country village. The second morning of the session I had time to survey my surroundings, and among the scanty furniture I espied a three-legged stool. "Is this the duck-block?" I asked a little girl of five years. The dark eyes sparkled, the curls nodded assent and the lips rippled out, "I guess so. The teacher always sits on it."

"An elephant sat in a swallow's nest, Drinking a cup of tea, And watching a delicate hen, that sang From the top of a neighboring tree."

—Did the man who plowed the seas, and afterwards planted his foot upon native soil, ever harvest his crops?

—If a duck goes into the water for divers reasons, does he come on land for sundry purposes?

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the name and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. The last Roll stands as follows:

PRIMARY SCHOOL No. 15.

Class A. Mary Wolf, 322 3d St.
B. Bertha Wertheim, 229 7th St.
C. Annie Keil, 176 Avenue C.
D. Mena Deiber, 111 5th St.
E. Lillian Davis, 273 4th St.
F. Ida Wymer, 365 5th St.
G. Mary Strauss, 140 4th St.
H. Mary Fiedler, 361 5th St.
I. Louisa Agnew, 541 5th St.
J. Amelia Abraham, 697 6th St.
K. Amelia Strauss, 369 5th St.
L. Sarah Hyman, 750 5th St.
M. Rachel Lowenstein, 175 4th St.
N. Pauline Rothman, 191 Avenue C.

MALE.

Class A. Max Gohbach, 677 4th St.
B. Charles Kolb, 507 5th St.
C. Solomon Lipman, 46 Avenue D.
D. Moses Lichtenfeld, 621 5th St.
E. William Gulon, 736 5th St.
F. Gustave Liebold, 736 5th St.
G. Edward Kolbe, 524 4th St.
H. Hugo Cohn, 243 7th St.
I. Max Stern, 71 Avenue D.
J. Henry Abnsbacher, 481 5th Ave.
K. August Vogel, 86 7th St.
L. Corneille Hay, 63 4th St.
M. Jacques Wolf, 725 4th St.
N. Samuel Zeller, 316 3d St.
O. Samuel Schiller, 21 Avenue C.

PRIMARY SCHOOL No. 17.

Class 1. Charles F. Craig, 600 7th Ave.
2. James Hardy, 490 W 43d St.
3. Willie Housman, 360 W 56th St.
4. Louis Prince, 115 W 41st St.
5. Lester Becker, 235 W 42d St.
6. Wm. Masly, 350 W 40th St.

FEMALE DEPARTMENT.

Class 1. Mary F. Bennett, 1200 Broadway.
2. Mary Stansbury, 71 W 43d St.
3. Ella Bennett, 126 W 47th St.
4. Grace Collins, 180 7th Ave.
5. Doris Schreyer, 365 W 43d St.
6. Adelle Chappell, W 41st St.
7. Annie Hendrickson, 254 W 43d St.
8. Anna Bodolph, 497 W 43d St.

PRIMARY SCHOOL No. 21.

Class 1. Agnes Chalk, 381 W 59th St.
2. Edward S. Mon, 645 W 1st and 3d Ave.
3. Mary Neely, 218 W 50th St.
4. Anthony Byer, 68 W 41st Ave.
5. Ida Lewis, 140 W 62d St.
6. Haach Schuster, 715 Lexington Ave.
7. Robert Bozetti, 322 77th St.
8. Jacob Miller, 114 2d Ave.
9. Rebecca Hubbard, 506 3d Ave.
10. William Lyons, 216 W 50th St.
11. Mary Coney, 218 W 50th St.
12. Frank Gussner, 373 W 50th St.

GRAMMAR SCHOOL No. 35.

Class 1. Thos. Donnan, 23 Charlton St.
2. Chas. Selte, 111 Charlton St.
3. John Schaeffer, 77 Charlton St.
4. John Van Gerichon, 545 Greenwich St.
5. Rachel Abrams, 501 Canal St.
6. Sarah Morris, 519 Canal St.
7. Mary Rogers, 180 Charlton St.
8. Thomas Shannon, 89 King St.
9. Edwin Hay, 136 Charlton St.
10. John Nott, 111 Charlton St.
11. Peter Higgins, 50 Clarkson St.
12. Hannah Smith, 150 Vandam St.
13. Martha Redeman, 537 Greenwich St.
14. Annie Lynch, 111 King St.
15. Minnie Chamberlain, 34 Washington St.
16. Willie Easton, 54 Charlton St.
17. Jacob Hirschback, 537 Canal St.
18. Ella Olsson, 310 West St.
19. Emma Seeler, 521 Greenwich St.
20. Margaret Tracy, 333 Spring St.

PRIMARY SCHOOL No. 35.

Class 1. George Brown, 690 E 17th St.
2. John Beas, 715 Avenue A.
3. Joseph Bonoluso, 404 E 21st St.
4. Nicholas Ellerbrook, 252 Avenue A.
5. James Trator, 347 E 17th St.
6. Lillian Smith, 215 E 21st St.
7. James Maher, 247 E 17th St.
8. Henry Callen, 410 E 19th St.
9. Mary Oliver, 430 E 18th St.
10. Willie Bohlen, 326 Avenue A.
11. John S. Murphy, 432 E 18th St.
12. Richard Collins, 442 E 18th St.
13. George Jerrick, 347 E 17th St.
14. Hannah Herick, 347 E 17th St.
15. Theresa Graham, 405 E 17th St.
16. James Magnuson, 265 Avenue A.
17. Julia Reichard, 500 E 18th St.
18. Kate Roman, 411 E 17th St.
19. Mary Burke, 203 Avenue A.
20. James Anderson, 439 E 18th St.
21. John Cristall, 444 E 18th St.
22. Thomas Henderson, 316 Avenue A.
23. Mary O'Connor, 419 E 18th St.
24. Edward Gorman, 271 E 18th St.
25. Edward Gentry, 481 1st Ave.
26. Annie Kilken, 405 E 17th St.
27. Lena Listman, 297 1st Ave.
28. Edward Boyle, 326 Avenue A.
29. William Carver, 215 E 18th St.
30. Ellen Lyons, 551 E 16th St.
31. Mary Coffey, 445 E 22d St.

FOURTH WASHINGTON.

Class 1. James Rogers, 444 E 17th St.
2. Nellie Guyres, 444 E 17th St.
3. Frank King, 444 E 17th St.
4. George Joyce, 444 E 17th St.
5. Maggie McKenna, 444 E 17th St.
6. John O'Halloran, 444 E 17th St.

PRIMARY SCHOOL No. 35.

Class 1. Geo. H. Nolan, 444 E 17th St.
2. Annie Golden, 444 E 17th St.
3. Leonard A. Bleeker, 444 E 17th St.
4. Clara Alexander, 444 E 17th St.
5. George Swank, 444 E 17th St.

COLOR SCHOOL No. 1.

Class 1. Margaret Harter, 444 E 17th St.
2. Sophie Price, 444 E 17th St.
3. Margaret Stuart, 444 E 17th St.
4. Anna Browne, 444 E 17th St.
5. Amelia Browne, 444 E 17th St.
6. Laura Browne, 444 E 17th St.
7

be signed, since it was gotten up to serve a temporary purpose, a revisionary committee upon the same having been appointed nearly five months since. In the midst of this discussion, motions were made to adjourn, and carried in face of the strongest kind of opposition, the latter coming from the real, true friends of the Society, those who wished to see the matter amicably settled, and the organization established upon a firm basis, raising not whether Mr. Southernland or Mr. McMullin should be elected, satisfied that both were gentlemen. Three weeks have since elapsed, and no other meeting has been held, and now my object in writing this is to ask for information, whether the Executive Committee of the past year could not call a meeting of those who were members, organize anew, and, profiting by the experience of the two past months, place the organization upon a better and a firmer basis than before. The cause of all the difficulty has been the want of knowledge of the rules by which such a large body can alone be harmoniously led. Some of its officers begin to realize this, and the only course left for them now is to retrace their steps as far as lies in their power. No sectional spirit should be allowed to enter into their councils, no personal motives into the administration of affairs; but the benefit of all ought to be the guiding principle, for thus only can the many interests of the Public School teachers of this city be reconciled to each other and their society firmly established.

WELL-WISHER.

JOHN SPEAKS AGAIN.

MR. EDITOR: Manhood and womanhood are not yet sufficiently developed to overshadow sect and race, nor are all the members of our unfortunate association yet able to forego prejudice and bigotry and hold themselves loyal to generosity and justice; hence the notion among the pedagogues of both sexes that two wrongs make one right, and that there is nothing so glorious as a victory of prejudice and bigotry of one stripe over prejudice and bigotry of another stripe.

But if, as its friends believe, the Teachers' Association is worth saving, I would suggest to both parties that the only way out of the difficulty is a compromise, whereby such a ticket may be brought forward as will leave no room for opposition. As matters now stand, the election of a partisan ticket will put a quietus to the association, no matter which party carries the day. A defeated minority will either withdraw or remain to keep up a perpetual quarrel. Is there not among the leading members enough of that liberal spirit that can put aside all partisan considerations, and by its influence inaugurate a public sentiment among the teachers of New York city that will make partisanship, either of race or religion, a disgrace rather than a glory.

JOHN W. SAXON.

NATIONAL EDUCATION.

A bill is now pending before Congress devoting the proceeds of the public lands for the purpose of education. This is an important measure. The principle of the bill must meet the approbation of all patriots and friends of education, and we trust no disagreement about details will prevent its passage. It has long been the policy of the Northern and Western States to provide for the education of all the children at the public expense. The system of public schools which was early adopted in New England, and which has done so much for the advancement of this section of the country, has gradually extended itself West and South, so that now free education may be considered the settled policy of the United States. During the prevalence of "the peculiar institution" in the South, free schools in that section were almost an impossibility. Besides the obstacles presented in the large plantations and consequent sparse settlements, there was a manifest incompatibility between slavery and education. Knowledge and freedom go hand in hand, but knowledge and servitude have ever been and will ever be antagonistic.

Since the close of the war the Southern States have felt the necessity of public schools, have seen that they were essential to the prosperity of the masses, and many of them have taken measures for their establishment. The report of Dr. Ruffner, Superintendent of Public Instruction of Virginia, shows that the Old Dominion is awake to the value of general education, and that the N. W. England system of schools is fairly established in that old State, and may again make her "the mother of Presidents."

The war, however, and the amendments to our National Constitution which were the legitimate results of the war, have made it necessary that this matter of education should not be intrusted solely to the jurisdiction of the States. The National Government has taken a new departure in deciding who shall be voters, has given the privilege of franchise to all who are born on the soil, and in self-protection must see to it that these new-made voters are not mere machines to put ballots in the box at the dictate of selfish demagogues, but intelligent men to vote as their reason and conscience may dictate. The safety of a republic consists solely in the virtue and intelligence of its citizens. National education therefore follows as a legitimate consequence of the amendment to our National Constitution.

Under our State systems of public instruction means were provided for the education of all classes, but it was left optional with parents either to avail themselves of the privilege thus freely offered for the education of their children, or to neglect them. It seems a little absurd on

the face of it to acknowledge that universal education is a necessity for republics, to provide schools for the public instruction of all, and still not enforce attendance upon these schools. The Prussian system, which compels all the children to be educated, is certainly an improvement on the old N. W. England plan, and is leading on Prussia to be the head of all the nations of Europe. This powerful empire trains her youth not only so as to fit them to be good citizens, but also to be good soldiers. In our simple republic we would not care to imitate the whole of the Prussian system into our plan of instruction, but our legislators may well inquire whether some lessons may not be learned from our German cousins, and some improvements be made, which will more effectually accomplish the ends intended by our schools. No parents who value the welfare of their children above all selfish considerations will object to their compulsory attendance upon school for a certain number of years, thus fitting them for stations of honor and usefulness, but both parents and children may reasonably object to a compulsory service in the army in times of peace. A republic needs no such standing army. Her reliance is on the patriotism and intelligence of her citizens, and our late war has shown that this reliance is not without foundation.

Although involuntary drill in time of peace may be contrary to the genius of our free institutions, it does not follow that either individual freedom or state sovereignty should demand that attendance on schools should be voluntary. It would seem that even with no law requiring every father to send his children to school for a certain number of years, every man would be a law unto himself in this matter. That this is not the case is manifest from the results of our late census, which shows that even in Massachusetts, where the system of public instruction had its origin and has had its most perfect development, there are 97,400 persons over the age of ten who can not read. If this is the sad condition in enlightened Massachusetts, what must be the case in the West, and more especially in the South, where there are five millions recently emancipated, whom while in slavery it was illegal to educate?

The income from the sale of our public lands, which it is proposed should be devoted to purposes of national education, is about \$3,000,000 annually, a sum sufficient with the tax now imposed by the several States and the school funds possessed by many of them, to give a thorough course of instruction to all the children of the country. Congress must see to it that these funds may be so distributed that the masses may receive their full benefit. It is the first duty of the nation to see that all the children may enjoy advantages for instruction in the rudiments of knowledge. Rich, overgrown universities may be the pride of monarchies, but common schools for the benefit of the masses are the glory and stability of a republic.—*American Publisher*, June.

OUR FOREIGN EDUCATIONAL RELATIONS.—Some years ago, during some trouble that existed between the Chinese Government and that of the United States, an attack was made upon the American citizens in Canton, and a large amount of property destroyed. Our country demanded indemnification, and named an amount of money supposed to be sufficient to cover the loss; at the same time agreed to return the surplus, if there should be any.

The Chinese named a less amount, which they offered to give outright, and say nothing about returning surplus. This was accepted. It happened that the government officer who adjusted these claims was honest, so it turns out that something over four hundred thousand dollars remains after paying all losses.

According to contract the Chinese have no claim upon this money, and according to equity we have no right to it. Various plans have been suggested as to how it should be disposed of so as to benefit both countries.

The plan now urged contemplates the establishment of an American college in China. This seems to us only right and just, as in this way Chinese will be taught the English language, and not only will diplomatic, scientific and commercial intercourse be thereby facilitated, but all the interests of the two countries will be more closely united and their mutual welfare promoted.

The Japanese are engaged in reforming their currency. It will closely resemble, in size, shape and value, the coin of the United States. The gold coins used in Japan are called *siwon*. They are flat, about an inch long and half an inch wide, contain 20 per cent. of silver, and are valued at 50 cents. The Japanese have a mint at Hogo, and can turn out coin as fast as it is required, but are deficient in refining works. They have now made an arrangement with the Bank of California and the San Francisco Refining and Assaying Company, by which \$20,000,000 worth of *siwon* are to be forwarded to San Francisco and refined. These will be returned in the form of gold bars of about 900 fineness, alloyed, ready for conversion into coin. The first shipment of the metal from Japan has been received at San Francisco.

A young lady in New Hampshire has just secured a position as school teacher upon the following certificate: "This is to certify that Tamer Noyes stands on a medium with other girls of her age and sex, and, for what I know, is as good as folks in general."

The Library.

We have received the *Galaxy* for July, a number fully keeping up the reputation of this well-established monthly. Everybody will read with interest Gen. Custer's story of Indian fighting, while curiosity at least will explore the effort to reinstate Onondaga's stone man in the beliefs of the people. J. H. Browne's off hand description on names is pleasing, while one feature of our canvas is handled with a just severity in Drift-wood. The continued and shorter stories are of about the usual calibre.

SCRIBNER'S FOR JULY.—Of all our young magazines there is none which is making better progress, both in circulation and in merit, than Scribner's Monthly, the July number of which is before us. We have neither time nor space to notice each article in this most admirable number as it deserves, and, after commending its general excellence, must content ourselves with speaking of one or two contributions which seem unusually meritorious.

The number opens with an exceedingly chatty and agreeable article from Benson J. Lossing on West Point, profusely illustrated and just in time for the instruction of those who will visit the academy for the first time this season, as well as of those who never have and probably never will visit it at all. The next article, also illustrated, is an interesting one on spiders and their habits, by Mrs. L. M. Peterella, entitled "Will you walk into my parlor?" and most capably is the "parlor" and its builder described.

Among the other articles worthy of notice are: "As others see us," a clever satire, by Mr. Burt G. Wilder; "Harker and Blind," a story by James T. McKay; "Woman as a Smuggler and Woman as a Detective," a charming sketch, by Mrs. Fanny Howell; the inimitable "Back Log Studies," by Charles D. Warner, author of "My Summer in a Garden"; Dr. Holland's "Topics of the Time"; Mr. Gilder's graceful "Old Cabinet," and continuations of the stories and articles commenced in previous numbers. As a whole, no better number has been issued by the Scribners.

GEOGRAPHICAL BLUNDERS.—To the list of strange mistakes committed by Thackeray, in his novel of "The Virginians," may be added some slips of the same kind by a living British novelist, Mr. Charles Reade.

In his story of "Jack of all Trades," he describes a voyage from England to New York, during which the sun was seen going "down crimson in the Gulf of Florida." Where this Gulf of Florida is, the geographies do not inform us; but, if it is in the vicinity of the State of Florida, it is far from the usual track between England and New York. Afterward an elephant is described as falling through a pier on the Delaware into the sea, while the "Jack of all Trades," who was sitting on her back, found his knees in Chesapeake Bay, a situation which would have required his thighs to be about twenty miles long.

In the burlesque story of an Englishman's adventures in the United States, entitled "John Bull in America," and written by the late James K. Paulding, the traveler confounds Charlestown in Massachusetts with Charleston in South Carolina. About ten years ago an English newspaper did the same thing, informing its readers that Bunker Hill was in the vicinity of the latter city.

The statistics of suicide show that more men take their own lives than women. Among the latter suicide is more frequent in youth than in maturer years. The statistics further prove that most men who commit self-murder are single and most women married. In Italy there are annually three suicides in every 100,000 inhabitants; in Austria, five; in Belgium, six; in England, seven; in Prussia, twelve; in Denmark, twenty-nine, and in Spain only two to the same comparative number.

GENERAL INFORMATION.

—We are just in receipt of the New Illustrated Catalogue of the National School Furniture Company, which commends itself at once as a "thing of beauty." This Company, as the Catalogue shows, are manufacturing many new and improved patterns of School Desks, and we would advise all who are in quest of school outfits to give them a call. This house offers to supply as much in variety and elegance of style as any of its rivals. The most fastidious can be suited from their list. Catalogues mailed free on application.

—One day spent at Woods' Museum will impart more information on the subject of natural history than three months spent in poring over text-books. The Museum is a family resort, and is filled with genuine curiosities from all parts of the world.

—The Morris Home has been established in Brooklyn as a private retreat for the inebriate. The proprietors have had extensive experience and eminent success in the treatment of methomania, and feel confident that the enterprise fills a public want which has long existed. Ladies and gentlemen of refinement and culture, suffering from this afflictive disease, can be regarded and treated in every respect as invalids, having the enjoyment of liberty and the privilege of such seclusion as may be desired.

—Drunkennes and opium eating. Dr. Beers, 107 Fourth avenue, New York, has permanent and painless cure for both. Thousands cured. Send stamp for exclusive evidence.

FACTS FOR THE LADIES.—Mrs. H. F. Taylor, Brasher Falls, N. Y., has used a Wheeler & Wilson Lock-Stitch Machine since 1858, in dress-making and family sewing, without any repairs, and has broken but two needles in thirteen years. See the new improvements and Woods' Lock-Stitch Ripper.

A RIPPING ANNOUNCEMENT.—An old-style lockstitch sewing-machine company advertises an attachment call a ripper, but the public know by experience that ripping is a bad way of unfastening a seam. The twisted-loop, or Wilcox & Gibbs seam, is the only one that can be unlocked without ripping and locked again, if necessary.

BEWARE OF COUNTERFEITS.—Use Brummell's celebrated Cough Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Investors will do well to call on Thomas P. Ellis & Co., bankers and bond dealers, No. 14 Pine street. They are offering the best municipal bonds, at prices that will pay from 12 to 15 per cent. They have an extra good assortment for July investments.

WHY EVERY LADY CAN HAVE A SEWING MACHINE.—"I cannot afford to buy a sewing machine" is a very common remark; but we never heard it said, "I do not want one." Those who call at 43 Bleecker street, between Broadway and Bowery, will be furnished by the New York Machine Stitching Company with a first-class sewing machine on monthly installments of from \$5 to \$10 per month, payable in part at home, or in cash payments, or part cash and part work. Cash will be paid to the operator at the end of each month for all money earned above the regular monthly installments. Instructions free.

—Dr. Colton originated the laughing gas for painless tooth-extraction, makes the gas fresh every day, and performs just what is promised. Come to headquarters, 19 Cooper Institute.

HEALTH.—The Electro-Magnetic Mineral Water Healing Baths, 14 University place, New York, cure chronic and acute diseases—especially rheumatism, gout, paralysis, all diseases of skin, blood, liver and kidneys. Send for circular and investigate.

STAMMERING.—New York Stammering Institute, 107 West Twenty-third street; Professors Mann and Colvin, managers. City references furnished. No pay until cured. Send for prospectus.

—Headquarters for nitrous oxide gas for extracting teeth without pain.—Dr. Hasbrouck, late operator at Colton's, Office, 956 Broadway, corner Twenty-third street.

—That which is attracting the most attention at the present time is the new hair preparation, "Gilead Balm," introduced by Dr. B. F. Atwood, which is entirely different from those in general use; being free from all poisonous matter and other objectionable features. It has achieved some remarkable cures of baldness and also of other diseases of the scalp and hair. In short, it is a *hair grower and reproducer*. We have no hesitation in recommending this valuable article to the use of the readers of our journal. For further particulars, we refer to advertisement in another portion of our paper.

Death to all Insects

ON PLANTS, VINES AND TREES.

Without injury to vegetable life, by using Buchan's

CARBOLIC PLANT PROTECTOR

BUCHAN'S DISINFECTING SOAP WILL KILL ROACHES, VERMIN, and all insects which harbor in the house or stable, and rid dogs of Fleas.

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NATIONAL TEXT-BOOK OF LITERATURE.

A Handbook of English Literature.

Intended for the use of High Schools, as well as a

Companion and Guide for Private Students and for

General Readers. By Francis H. Underwood, A. M.

British Authors. 12mo, cloth, 42 cts.

2. American Authors. 12mo, cloth, 42 cts.

(From the Head Master of the English High School,

Boston.)

Boston, May 13, 1871.

Respectfully, L. K. & S. H. P. Dear Sir: I have exam-

ined with much interest Mr. Underwood's "Hand-

book of English Literature." I cannot speak too high-

ly of its excellence. It is even more than it purports

to be, for it is a literary work in itself, independently

of the selections it contains.

The admirable historical introduction, from the at-

tactiveness with which it is written and the sub-

stantial information it imparts, may be made the foundation

of a thorough study of the language and its

literature.

The biographical notes preceding the various selec-

tions are exceedingly appropriate, and (on account of

the justice with which they are written) cannot fail

to enable the student to acquire a proper appreciation

of our best authors.

A Handbook of this description has long been

needed, and I think this will at once rank as the

National Text-Book of English Literature.

Very truly yours, C. M. CUMSTON.

This is a book which I cordially recommend as the

best within my knowledge for the purpose for which

it was intended. It is not only a first-rate book for

the school and classroom, but it is such a book as

should like to see in every family.

JOHN D. PHILLIPS,

Superintendent of Public Schools,

City of Boston.

The volume of "British Authors" has been pub-

lished about a year, and in addition to its indus-

triousness by all the heads of the various Boston schools

the publishers are receiving for it the warmest com-

mendations from all parts of the country. The volume

of "American Authors" is now passing through the

press and will be ready in a few days.

L. K. & S. H. P. Dear Sir, I have exam-

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JOHN D. PHILLIPS,

Superintendent of Public Schools,

City of Boston.

The volume of "British Authors" has been pub-

THE CHILDLESS MOTHER.

I lay my tasks down one by one,
I sit in the silence in twilight's grace;
Out of its shadow, soft and dim,
Steals like a star my baby's face.

Mocking cold are the world's poor joys,
How poor to me all its pomp and pride;
In my lap is the baby's idle toys,
In this very room the baby died.

I will shut these broken toys away
Under the lid where they must lie;
I will smile in the face of the noisy day,
Just as if my baby had never died.

I will take up my work once more,
As if I had never laid it down;
Who will dream that I ever wore
Motherhood's fine and holy crown?

Who will dream my life ever eases
From the sweeter in grief and pain;
The fitting smile that the baby wore
Outraged the light of the loftiest brain.

I'll meet the man in the world's rude din
Who hath outlived his mother's kiss;
Who hath forsaken her love for sin—
I will be spared her pang in this.

Man's way is hard and sore beset;
Many must fall, but I can win;
Thanks, dear Shepherd! My lamb is safe,
Safe from sorrow and safe from sin.

Nevertheless, the way is long,
And tears leap up in the light of the sun;
I'd give my world for a cradle song,
And a kiss from baby-only one.

MARY CLEMENS AREA.

NEW YORK STATE TEACHERS' ASSOCIATION.

TWENTY-SEVENTH ANNIVERSARY.

The twenty-seventh annual meeting of the New York State Teachers' Association will be held in the Town Hall, Saratoga Springs, July 23d, 24th and 25th, 1872.

PROGRAMME OF EXERCISES.

Tuesday, July 23.—11 A. M. Business meeting of the officers and Committee of Arrangements. 2:30 P. M. Opening exercises of the Association; address of welcome by Supt. L. S. Packard; reply to address of welcome, by Ex-President Dr. Cruikshank; President Hoose's inaugural address.

"The Condition of Education: A Report of the Standing Committee"—E. Danforth, A. M., Dept. Supt. Pub. Instruction; D. J. Pratt, A. M., Assistant Secretary, Regents; Henry C. Northam, A. M., Martinsburgh; Maj. George H. Stowits, Boys' Business Inst., Buffalo, Committee.

Discussion of the Report. Appointment of standing Committees. Miscellaneous Business.

7:30 P. M. Scholarship. Estimated in figures; a paper by George H. Stone, A. M., Genesee Wesleyan Seminary. "History of the Philosophy of Pedagogy," an address by Prof. Charles W. Kennett, D. D., Syracuse University.

Wednesday, July 24.—9 A. M.—Opening Exercises. Report of Select Committee. Educational Statistics—James Cruikshank, Brooklyn; Henry Lupp, Clarence; Samuel D. Barr, Penn Yan, Committee.

Discussion of the Report. "Reading," a paper by Emily A. Taylor, Teacher of Elocution, State Normal School Albany.

"Music in our Schools," a paper by Rev. C. H. A. Bulkley, Malone.

"Preparation for Business," a paper by S. S. Packard, President of Packard's Business College, New York.

"High Schools," an address by S. A. Ellis, Superintendent of City Schools, Rochester.

4 P. M.—Plan for reviving the Teachers' Journal. Report of the Select Committee—J. W. Armstrong, D. D., Principal State Normal School, Fredonia; Richard L. Selden, School Commissioner, Le Roy; C. M. Hutchins, A. M., Principal of the Union School, Palmyra, Committee.

Discussion of the Report. "The Relation of Modern Philosophical Thought to Popular Education: A paper by Chas. A. Fowler, Principal of the Union School, Dryden.

"The Public School—What it has done—What it is doing—What it may do: A paper by A. E. Schenck, Shokan.

"Physical Science Mental Training: A paper by T. L. Griawold, A. M., M. D., Superintendent of the Public Schools, Oswego.

"Principles of Education, as Advocated by Herbert Spencer: A paper by Amelia Morcy, Normal School, Potsdam.

7:30 P. M.—Teachers' Qualifications: A paper by Charles T. Potter, School Commissioner, Deaneville.

Schools of Europe—What we may and ought to learn from them: An address by Hon. B. G. Northrop, Secretary of State Board of Education, Connecticut.

Thursday, July 25, 9 A. M.—Opening Exercises: On Improved Methods in Education: Report of the Standing Committee—J. W. Armstrong, D. D., Fredonia; C. C. Shackford, A. M., Cornell University; Seth Whalen, School Commissioner, Ballston, Committee.

Discussion of the Report. "Aiming at What?" A paper by Samuel D. Barr, A. M., Principal of Penn Yan Academy.

A Plea for Phonography: A paper by O. B. Bruce, Prin. of Pine Street Ward School, Binghamton.

Preservative Effects of Education: An address by T. B. Stowell, A. M., of the Department of Natural Science, State Normal School, Cortland.

3 P. M.—True Principles and Practice of School Discipline: A paper by Edward Smith, Supt. of City Schools, Syracuse.

"Relation of Elementary to Scientific Knowledge," an address by J. B. Dickinson, A. M., Principal of the State Normal School, Westfield, Mass.

Report of the Standing Committee on Necrology. E. A. Sheldon, A. M., Normal School, Oswego; D. R. Ford, of the Public Schools, Elmira; Jerome Allen, A. M., Normal School, Genesee; Flora T. Par-

sons, Rochester; Emily A. Taylor, Normal School, Albany; Committee.

Annual Reports of Officers of the Association.

Report of the Inspectors of Election. Report of the Committee on Place of next Meeting.

Miscellaneous Business. 7:30 P. M. Select Readings and Recitations. W. Locke Richardson, Brooklyn; Prof. Walter C. Lyman, New York; O. H. Fethers, E. q., Educational Review, St. Louis; W. M. Jelliffe, Principal of Public School, Brooklyn.

Report of the Committee on Resolutions. Volunteer Address—Sociable.

Remarks.—I. It is the cherished hope and earnest desire of the officers of the Association that the papers, addresses and reports submitted may occasion much profitable discussion at the meeting.

II. In order that there shall be no lack of subject matter for profitable investigation, the following questions are submitted to be discussed as the pleasure and wisdom of the Association shall determine.

1. What should be the proper work of Teachers' Institutes? Or, more definitely: (1.) What should not be done? (2.) What should be done?

II. What should be the definite object of questioning pupils in recitation? Specially: 1. As regards the teacher. 2. As it relates to the pupil. 3. As it concerns the subject-matter under consideration.

4. What are the principles which should be followed in the art of questioning? III. What should be accepted as thoroughness in teaching? 1. The amount of subject matter passed over by the pupil. 2. The degree of the pupil's familiarity with the subject-matter. 3. The facility of expression shown by the pupils when reciting. 4. The frequency of reviews.

IV. What should be the special purpose of examination? Relating to: 1. Their frequency. 2. The manner of conducting them—oral or written. 3. The nature of the questions—simple or exhaustive.

JAMES H. HOOSE, President. JAMES CRUIKSHANK, Corresponding Secretary.

The headquarters of the Association will be at the town hall, where teachers are requested to report on arrival, retaining checks for baggage. The Committee will be in attendance to direct members to suitable boarding places.

Board at private houses at from \$1.50 to \$2 per day; hotels, at from \$2.50 to \$5. Arrangements are made to accommodate all who may attend.

Special trains will run to Ballston (7 miles) if necessary, at half-fare.

COMMITTEE OF ARRANGEMENTS AT SARATOGA.

Dr. S. E. Whiting, President Board of Education; H. A. Wilson, Esq., ex-President; Paul Durke, Board of Education; C. W. Mitchell, Esq., President of Village; Prof. C. F. Dowd, Principal Female Seminary; Rev. J. N. Crocker, Principal Boys' School; J. I. Wakefield, Esq., Supervisor; S. S. Packard, Superintendent of Schools; A. M. Boyce, W. Curran, F. D. Wheeler, G. R. Cutting, H. H. Douglass, Miss Martha Angle, Miss Anna M. Ross, Miss Annette Smith, Miss Helen Bennett, Miss Annie M. Spence, Miss Katie Foley, teachers in public schools.

RAILROAD ARRANGEMENTS.

Provision has been made for free return over the following lines of travel to members who shall have passed over the same in attending the meeting:

Delaware, Lackawanna and Western Railroad—Oswego and Syracuse, Syracuse and Binghamton, Utica and Binghamton, Oswego and Utica Divisions.

Rome, Watertown and Ogdensburg Railway; Utica and Black River Railroad; New York and Oswego Millard Railroad; Delaware and Hudson Canal Company; Albany and Saratoga Railroad; Binghamton and Saratoga Railroad; day line of steamers, Hudson River (applicant to give name of boat), People's Line Steamers (one dollar each way); Lake Champlain steamers.

The Erie Railway will sell return tickets from Binghamton at one-third the usual fare.

OFFICERS FOR 1872.

President, Jos. H. Hoose, Normal School, Cortland; Vice-Presidents, Wheaton A. Welch, Eugene E. Fish, Miss Flora T. Parsons, Miss E. J. Sisson; Corresponding Secretary, James Cruikshank, Brooklyn; Recording Secretaries, Henry R. Sanford, Fredonia; O. B. Bruce, Binghamton; Treasurer, Daniel J. Pratt, Albany.

PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

The meeting of this body promises to be very large and interesting. The teachers of Public Schools, Normal Schools, High Schools, Seminaries, Academies and Colleges, Superintendents of Schools, Directors and other School officers and friends of education, throughout the State and from other States, are invited to be present and participate in the exercises.

The meeting of the association will be held on the 20th, 21st and 22d of August in the Academy of Music, in the City of Philadelphia. The Academy of Music is, unquestionably, the largest and most beautiful hall in Pennsylvania, and has been secured for the occasion at a heavy expense.

The Philadelphia committees and teachers of the city in general have assumed the responsibility of procuring the Academy of

Music. Their efforts to make the meeting a success will, of course, be seconded by the teachers of the State. The expense incurred by securing this hall, will, of its amount to \$500—\$1,000. City Councils will undoubtedly make an appropriation to this object. A motion has recently been introduced before the body for an appropriation of \$1,500. When it is remembered that such men as Ex-Governor Pollock and others have taken this matter in hand there can be no doubt as to the result. In addition to this, this Philadelphia committee hold weekly meetings, and are sparing no efforts to make the most extensive preparations for the association.

The hours for meeting will be so arranged as to give the forenoon sessions to discussion, business, &c., the evening sessions to lectures and addresses by some of the most distinguished educators in the country and the afternoons will be devoted to excursions and open air exercises.

The following is the general programme: Tuesday Morning—Organization, Address of Welcome and Reply. Miscellaneous Business.

Tuesday Afternoon—Superintendents' Meeting, Special, in one of the smaller rooms of the Academy.

Tuesday Evening—Lecture or Address. Wednesday Morning—Superintendents' General Meeting.

Wednesday Afternoon—Meeting of Representatives of Colleges, Special, in side room.

Thursday Morning—College Element, General.

Thursday Evening—Discussions on Colleges and State University.

Friday—Excursion to Atlantic City or Cape May.

The services of a number of the most eminent educators in the country have been secured for the meeting, such as Prof. A. D. White, President of Cornell University; Prof. Angell, President of the University of Michigan. The gentlemen will lead off in the College and State University discussion. Rev. Dr. Cattell, of Lafayette College, will open the discussion on "Resolved, That women should be admitted to equal privileges with men in our colleges."

Several of the City Superintendents of the largest cities will speak on the "Superintendency and its Benefits."

Reports of last year's committees will also be discussed. Essays will be read by several of the best female teachers in the State.

The hotel fares will be reduced at the principal hotels, and every accommodation that can be desired guaranteed.

Arrangements are also in progress to hold one meeting in Fairmount Park. Full particulars will be published shortly.

A. R. HOESE, Chairman Executive Com.

THE IDEAL SCHOOL.

BY JAMES POOTON.

When is the school children's millennium to come: the good time when the little ones will be relieved from the grievous wrongs which they now suffer, notwithstanding the claims so frequently put forth that our present school system is as near perfect as is practicable? When will they cease to suffer from sitting for weary hours on seats constructed in direct violation of true physiological principles? from the unnecessary monotony of reciting, parrot fashion, a classically hard and long lesson? from attending school more than three hours a day? from having, in addition to the time included in school hours, to study at home the lessons that should be taught them in school? from having any kind of corporal punishment inflicted upon them in school? from having to listen to the reading of a Bible against their parents' wishes? from being practically debarred from asking those whose province it is to teach them the explanation of questions which they do not and cannot understand without such explanation? from having to pester and annoy relatives and friends at home to help them study the lessons which should be taught them in school? from being debarred from having the tedious monotony of their school exercises varied, at short intervals, by other exercises of a character more pleasing, and for which children have as strong a natural inclination?

These are pertinent questions, referring to matters on which there is in this age of progress much room for improvement, and we will glance at them, seriatim, very briefly.

"Just as the twig is bent, the tree's inclined," and children of tender years who are forced to sit for hours daily in unnatural positions on seats, many of which are too high to allow the pupils' feet to touch the floor, and nearly all of which have backs which do not properly conform to and support the backs of their unfortunate occupants, will shortly suffer from bent spines, and find themselves inclined to have weak legs.

"There is no royal road to knowledge," and nothing but honest, well-devoted study will suffice to give an education worth the having; but the road should not be made unnecessarily difficult nor tediously monotonous. There should be some flowers by the wayside, or the weary little traveler will be apt to faint. Instead of merely continuous recitations of lessons, there should be frequent illustrations given in a familiar, phrasing and simple manner, of the studies which the pupils should be required to understand and to not merely recite.

We all work too fast and too many hours a day, in this fast and rushing age, and the effects of such driving and long con-

tinued labor are too well known to need comment. Our professional men are as old at thirty-five as their brothers abroad are at sixty, and our laboring men instinctively feel that more than eight hours a day of such work as they are required to do, is more than they can stand, yet our little ones are expected to do hard brain work nine or ten hours a day, and, except by a spasmodic effort made now and then, by such men as James Parton and others, and none to champion measures for their relief. Some may say, "Oh! this is exaggeration; children attend school only five hours a day." But if such people could only see how hard the little ones study at home, morning and night, four and five hours a day, in order to recite their lessons in school, and thereby deprive themselves of the time that should be given to play, they would change their opinions.

The question of corporal punishment is much agitated, and some innocents, who fancy that it is abolished in our schools, are seeking its restoration. If corporal punishment in schools consisted of merely beating a child with a rattan or ruler, possibly it may, as a rule have ceased, although we are skeptical enough to believe that even such beating has not wholly ceased, notwithstanding its so-called "abolishment." But corporal punishment, in its broadest sense, means any punishment causing physical suffering, and surely no one will claim that such punishment has ceased to exist in our schools. Who ever heard of corporal punishment of any kind in Sunday schools, or in news boys' homes, or in any industrial schools, or in any other institution (except public schools) of a voluntary character established for the education and improvement of juveniles? No one. All such institutions can be admirably and successfully conducted without any kind of corporal punishment, and under our boasted civilization and in this "age of progress," it is reserved for our public schools to be classed, as to corporal punishment, with Houses of Refuge and State Prisons. A gentleman relates the following incident:

"Oh, papa," said my little son to me one day, "there is a poor little boy in our school who is all shaky, and he says he is nervous, and the teacher cuffs him and shoves him around, because he can't say his lessons as fast as the other boys."

"Does he try hard to say his lessons, and does he appear to be a bright boy?" I asked my son.

"Oh, yes, papa; and he cries when he can't say his lessons fast and sees that the teacher is getting angry," was the reply.

I wondered to myself whether the mother of that poor child congratulated herself that corporal punishment was abolished in our schools.

The incident mentioned is a true one, but it happened in a Brooklyn school; and, in passing, it would not be inappropriate to say that in the free schools of the "City of Churches" the parents or guardians of the pupils must prove themselves papers, or else purchase the books used by their children and wards.

Why read King James' Bible to Catholic children, the New Testament to Hebrew children, or the Bible at all to the children of infidels or atheists? Is it not a simple matter to read portions of first-class moral works suited for children, as a substitute, and thus not only give no room for the well-founded prejudices of the classes named, but—and with all due reverence for the Bible—probably secure more good results? As the good book itself says, "Give not strong meat unto babes;" and the average selections read from the Bible in our public schools is stronger mental food than most of the children can properly digest and profitably assimilate in their little brains.

How often the parent is asked by his child to make plain to the little one the obscure or difficult parts of his studies. The busy parent has not the time, and the ignorant one not the capacity to perform for the child the duties which should naturally be the province of the teacher, and the child is referred to the teacher; when almost the invariable answer of the child is "Oh, I dare not ask my teacher; she expects me to know my lesson, and I will be punished if I cannot say it." Yes, it is too often the case that the child cannot get, either at home or at school, even sufficient information to enable it to go through the form of "saying" or "doing" its lessons, much less to understand them.

When friends visit a school, what is done? Is there not music and singing and pleasant "talks" to the children, and often a display of flowers? And do not the eyes of the little ones brighten with the sunshine of God's love? And are they not all interested in everything that is said and done, and when they sing their merry songs, does it not come home to you, as they look with beaming smiles upon you, that there is no truer saying in the Good Book than the one, "Of such is the kingdom of Heaven?" And why is this wonderful transformation? Why this change from careworn and puzzled looks to expressions of happiness and pleasure? It is because the relief has come that they have long been instinctively desiring. It is because the key note of their chords of joy and love of variety has been struck, and great is the reward in the response, to those who know how to rightly strike this key in the hearts of God's words, who in the next generation will rule the country, and who, we hope, will be happier and merrier and more natural in their generation than we are in ours. Oh! for the time when school will be a place that children will love to go to, when, oftener than now, merry music and song shall be heard there, when floral tributes will be daily brought by loving little ones to

kind teachers, when teachers will teach children, and not merely hear recitations; when school hours will be lessened in number, when corporal punishment will be truly and fully abolished, and when the schools will be of that truly free and national character that all, whether Catholic or H-brew, atheist or infidel, will be able to send their children to them, to get what should be the natural born right of all children in this country, a good, sound education, based on high moral and unsectarian principles.

THE TRANSIT OF VENUS.

The coming transit of Venus will be an event that will mark an era in astronomical science. As this phenomenon is expected to settle the disputed question of the sun's distance from the earth, it will be observed with intense interest by astronomers.

A transit is the passage of a planet across the sun's disk. But two of the planets transit the sun, Mercury and Venus, because they are the only ones whose orbits are within the orbit of the earth. If the orbits of these planets were coincident with that of the earth, a transit would occur at some part of the earth at every inferior conjunction, as there would be an eclipse of the sun at every new moon, were the moon's orbit in the same plane as the earth's. But the orbit of Mercury makes an angle of seven degrees with that of the earth, and the orbit of Venus an angle of three and a half degrees. A transit, therefore, can occur only when the planet in inferior conjunction happens to be at or near its node. The nodes are the two opposite points in the planet's orbit, where the plane of its orbit intersects the plane of the earth's orbit.

The node months of Venus are June and December. Hence it is only in these months that transits of Venus occur. Transits of Mercury occur in May and November, at intervals varying from three and a half to three years (the next will happen on May 6, 1878), but owing to its rapid motion, distance and other causes, it does not afford so accurate a method of determining the sun's distance as does the transit of Venus.

The last transit of Venus occurred in 1769. Although considerable effort was made by astronomers to render the observations upon it successful, owing to the inferior character of the instruments then in use the results were not satisfactory. From a careful investigation of these results, Prof. Encke obtained eight seconds and fifty-seven hundredths as the value of the sun's horizontal parallax. This value, which was accepted and remained undisputed until within a few years, gave as the sun's mean distance about ninety-five millions of miles.

Within the last few years, however, various other methods have been employed to ascertain the sun's distance. Le Verrier and others, from the theory of the moon's motions, and from perturbations of the planets, obtained a greater value for the sun's parallax, than that obtained by Professor Encke. By observation upon the planet Mars, a value has been deduced for the sun's horizontal parallax, equal to eight seconds and ninety-five hundredths. Again, Leon Foucault has determined, by means of careful experiments, the velocity of light on the earth's surface, and having found it to be 186,000 miles per second, astronomers are enabled to draw the following conclusions: A certain phenomenon called aberration, long known to astronomers, and measured with very great precision, is a consequence of the motion of light, and the translatory motion of the earth. Now, a certain number which geometers call the "constant of aberration," shows that the velocity of light though space is exactly ten thousand times the mean velocity of the earth. If, therefore, these experiments of Leon Foucault are correct, it follows that the earth moves eighteen and six-tenths miles per second.

From these we can calculate the distance it travels in a year; that is, the length of its orbit, and this being obtained, the sun's mean distance is readily determined. The value obtained by this method is eight seconds and eighty-six hundredths. Again, a recent and careful re-examination by Mr. Stone of the results of the observations made during the transit of 1759 shows that the value obtained by Professor Encke is too small. In view of these facts, astronomers now believe that the true value cannot differ very much from eight seconds and nine-tenths. This gives for the sun's mean distance from the earth about ninety-one and a half millions of miles, an amount more than three millions of miles less than that obtained by Professor Encke. Thus we see there still exists great uncertainty in regard to the distance from the sun to the earth, which the next transits of Venus that will occur in 1874 and 1882 are confidently expected to remove. The exact distance to the sun is especially important, as it furnishes sufficient data in connection with the earth's diameter to enable us to determine the distance to all the other planets in our system, and forms an indispensable element in calculating the distance to the fixed stars.

Let us consider for a moment how immense the distance to the sun is. Light, although it travels at the rate of one hundred and eighty-six thousand miles per second, requires more than eight minutes to pass from the sun to us. Sound would require nearly thirteen years to pass over this distance.

If there were a railroad from the earth to the sun, a train going at the rate of thirty miles per hour, night and day, starting to-day, would not reach the sun till the latter part of the year 2910.

Yet this immense distance is used by

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astronomers as a foot rule is used by me-
chanics. As the transit of Venus affords
the best method of obtaining this distance,
and as these transits occur only at long in-
tervals, varying from 8 to 121 years (the
next three occurring in the following or-
der: 1874, 1882 and 2004), those of 1874
and 1882 will be observed by astronomers
with the greatest interest.

The transit of 1874 will not be visible in
the United States. It will be seen to the
best advantage in the South Pacific and In-
dian Oceans, whither it is proposed to send
naval expeditions, accompanied by corps
of scientific men. England has already
appropriated \$10,500 sterling toward de-
fraying the expenses of these expeditions,
and many other European governments
have also taken steps to this end. Prof-
essor Henry and others, of the Smithsonian
Institute and Naval Observatory, have pre-
sented a memorial to Congress asking for
an appropriation of \$150,000 to further the
same end. This appropriation will doubt-
less be made, and the astronomers of our
own country will thus be enabled to re-
ceive a part of the honor that will belong
to those who succeed in solving the difficult
problem—the sun's distance.—A. C. Norris
in Penn. School Journal.

BEECHER ON GRAMMAR.—Mrs. Stowe
gives a characteristic account of a grammat-
ical exercise at which her brother, Henry
Ward Beecher, assisted in his school days.
Young Beecher was about eleven years old,
and was as full of fun and mischief as at
present. The teacher was drilling her pupil
in the rudiments:

"Now, Henry," said she, "a is the indefi-
nite article, you see, and must be used
only with the singular number. You can
say 'a man,' but you can't say 'a men,'
can you?"

"Yes, I can say 'amen,' too, was the re-
joinder; "father says it always at the end
of his prayers."

"Come, Henry, don't be joking; decline
'be.'"

"Nominative he, possessive his, objective
him."

"You see, 'his' is possessive. Now you
can say 'his book,' but you cannot say
'him book.'"

"Yes, I do say 'hymn book,' too," said
the impracticable pupil, with a quizzical
twinkle.

Each one of these sallies made his young
teacher laugh, which was the victory he
wanted.

"But now, Henry, seriously, just attend
to the active and p-sive verb. Now, 'I
strike' is active, you see, because if you
strike, you do something. But 'I am
struck' is passive, because if you are struck
you don't do anything, do you?"

"Yes, I do, I strike back again."

After about six months, Henry was re-
turned to his parents' hands, with the re-
putation of being an inveterate joker and an
indifferent scholar.

NECESSITY OF SLEEP.—There are thou-
sands of busy people who die every year
for want of sleep. Sleeplessness becomes
a disease, and is the precursor of insanity.
We speak of sleep as the image of death,
and our waking hours as the image of life.
Sleep is not like death; for it is the period
in which the waste of the system ceases, or
is reduced to its minimum. Sleep repairs
the waste which waking hours have made.
It rebuilds the system. The night is the
repair-shop of the body. Every part of the
system is silently overhauled, and all the
organs, tissues and substances are replen-
ished. Waking consumes and exhausts;
sleep replaces and repairs. A man who
would be a good worker must be a good
sleeper. A man has as much force in him
as he has provided for in sleep. The qual-
ity of mental activity depends upon the
quality of sleep. Men need, on an aver-
age, eight hours of sleep a day. A lym-
phatic temperament may require nine; a
nervous temperament, six or seven. A
lymphatic man is sluggish, moves and
sleeps slowly. But a nervous man acts
quickly in everything. He does more in an
hour than a sluggish man in two hours;
and so in his sleep. Every man must
sleep according to his temperament; but
eight hours is the average. Whoever by
work, pleasure, sorrow, or by any other
cause, is regularly diminishing his sleep,
is destroying life. A man may hold out for
a time, but the crash will come, and he will
die. There is a great deal of intemperance
besides that of tobacco, opium or brandy.
Men are dissipated who overtax their sys-
tems all day, and undersleep every night.
A man who dies of delirium tremens is no
more a drunkard and a suicide than the
minister, the lawyer, the merchant, the
editor or the printer that works excessively
all day and sleeps but little all night.—
Henry Ward Beecher.

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